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ABSTRACT

This document offers three papers that were commissioned by the Executive Committee of the Minnesota Association of Colleges for Teacher Education (MACTE) for presentation at the organization's April 10, 1987 meeting. The challenge to each author (one representing the Minnesota State University System, one the University of Minnesota system, and one the Private Colleges in Minnesota) was to prepare a formal paper discussing the issue of extended teacher education programs. They were also asked to present the perspectives of the institutions they represent in MACTE. Each author took a singularly different approach to the subject but, when taken together, the views demonstrate a common belief in the efforts of today's educators, an openness to new ideas and approaches, a healthy skepticism of suggestions for reform, and a strong commitment to quality instruction for all citizens. The three papers are: (1) "Extending Teacher Education Programs: The Context within Which We Operate" (Lawrence W. Byrnes); (2) "Responsible Change in Teacher Preparation" (Craig Kissock); and (3) "Keeping Our Options Open: Extended Teacher Education in Minnesota" (Stephen Preskill). (JD)

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# Three Views of Extended Teacher Education Programs

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# MINNESOTA ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION

For a number of years, the Minnesota Association of Colleges for Teacher Education, **MACTE**, in relationship to its national counterpart, the American Association of Colleges for Teacher Education, has existed as the central organization for professional teacher educators in Minnesota. Every institution of higher education in Minnesota approved to prepare educators holds membership in **MACTE**.

Meeting three times annually as a total group, **MACTE** members pursue the advancement of teacher education. As noted in its **Constitution, MACTE** serves "...to provide through professional organization and cooperation for the continuous search for and promotion of ideas and practices which are most effective in the education of teachers, particularly in the State of Minnesota."

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*Winona State University*


## INTRODUCTION

The three papers in this publication were commissioned by the Executive Committee of the Minnesota Association of Colleges for Teacher Education for presentation at the organization's April 10, 1987 meeting.

The challenge to each author, (one representing the Minnesota State University System, one the University of Minnesota system, and one the Private Colleges in Minnesota) was to prepare a formal paper discussing the issues of extended teacher education programs. They were also asked to present the perspectives of the institutions they represent in MACTE.

Each author took a singularly different approach to the subject. But, when taken together, the views demonstrate a common belief in the efforts of today's educators, an openness to new ideas and approaches, a healthy skepticism of suggestions for reform, and a strong commitment to quality instruction for all citizens.

The papers were commissioned to stimulate discussion, and to explicate perspectives of our membership on an important issue. The MACTE Executive Committee has chosen to disseminate these papers more widely in order to broaden the discussion in the expectation that through sharing ideas reasoned decision making will result.

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# EXTENDING TEACHER EDUCATION PROGRAMS: THE CONTEXT WITHIN WHICH WE OPERATE

**Lawrence W. Byrnes**

## THE CONTEXT

On April 13, 1932, George S. Counts wrote a piece titled Dare the School Build a New Social Order. His commentary seems appropriate for 1987 as we grapple with issues like competency testing, career ladders, basic skills development, effective school management, technology, and extended teacher education programs to name a few. Counts noted that education was perceived as the unfailing remedy for vice, crime, war, poverty, injustice, class conflict or just plain original sin. He stated that education should be the subject of careful scrutiny and that citizens should deal realistically and positively with the American social situation.

Our current anxiety about schooling and teacher education is often reflected in the debates about rights and responsibilities for managing the enterprise. For example, advocates of children's rights claim that children and not parents nor teachers know what is best for them and therefore should be able to make their own decisions. Others also claim that educational institutions be held accountable to their clients - the school to the students, the doctor to the patient, the corporation to the consumer, and the government to the citizen. In short, it is the consumers and not the producers who claim to know the worth of the product and the enterprise.

I would like to temper this position a bit. In the case of schooling and educating, teachers should be able to judge the worth of the "product" and enterprise. Indeed, whatever period in history the professional is one who legitimately claims to be able to render the best service to society in a particular domain of human endeavor. Society can ill afford to ignore the possible gains to be derived from the acts of professional people. As noted in much of the literature, the professional is characterized by expertise and a dedication to service to society in and through a specialized competence or range of knowledge and skills not possessed by the general public. However, the possession of these qualities without the requisite powers of action in accordance with these convictions and knowledge is the denial of professionalism as a significant factor in decision-making. In the case of extended teacher education programs and other issues we are engaged in discussions about educational decision making.

In 1939, J. Abner Peddiwell, Ph.D. expressed a point of view in the Saber-tooth Curriculum: A Satire on American Education. This publication adds yet another dimension to our reflections about educational decision-making and quality control. I would like to take you back to the days of the Saber tooth curriculum and the heated discussion about the length of the bar in a Tijuana establishment. Embroiled in the discussion was a certain distinguished professor who took issue with the belief that it was the longest bar in the world. He pointd out that such a belief was only an hypothesis naked of precise data. Indeed, he went so far as to claim that the current Tijuana tourist curriculum was a faith-conjecture-guess curriculum built on the maximum of speculation and a minimum of exact observation. The professor claimed that what was needed was a Tijuana tourist educational system where there was an increase in careful measurement and a decrease in fantastic humbug. A similar view has been expressed by those persons seeking "hard data" to justify the extension of teacher education programs. Others claim that an expanded knowledge base, increased licensure requirements and the need for more extensive field experiences justifies extended programs. How did we arrive at this point in our educational history? How does one resolve this issue? Peddiwell immersed himself in such questions and noted that one of the great educational philosophers was new-fist-hammer maker who was fondly and affectionately known as New Fist. He was engaged in the socially

disapproved practice of thinking but was deemed educated because he had a concept of a conscious, systematic education program where goals and objectives would be established for children and where they would become more focused, spend more time on task, and thereby become more productive citizens. I suspect he claimed that value was added to the education of students who completed this program. Would he assert that more value was assured by extending this systematic program? If so, would the value be more or less like that added in the initial program? Is more better? Is better necessarily more? Can one measure it? If so, how? Current answers to the questions have not been convincing enough to create a massive rush to extended programs.

THE MOSAIC

In his book, Peddiwell placed the debate about education in the context of the professionalization of teachers. Development of the profession occurred over a period of time encompassing the early tiger, pre-fish-net, and middle-fish-net eras where teacher fish grabbing skills greatly improved. It was during the middle-fish-net period that the professionalization of teachers reached its peak. A symbol of enlightenment was the receipt of a teacher's bone, if scratched, revealed the number of fish eat credits possessed in pedagogy and in one or more of the standard cultural subjects. Of course, secondary teachers had to secure fewer credits in special methods of beginning fish grabbing but more in their major.

To provide professional education for these new epoch teachers and to insure compliance with the quality control measures in the new teacher bone requirement, professors of pedagogy assumed new importance. Nevetheless, these same professors of pedagogy were labeled as pseudo-scholars by those who had devoted a lifetime to productive scholarship or systematic speculation of "the mystical element in sputtering firebrands as applied to tiger whiskers" or "variations in thumb holds for grabbing fish headed outward from the grabber at an angle of 45 degrees plus or minus three." Stung by the academic contempt for pedagogy the pedagogues resolved to make their discipline respectable. They attempted to do so by dividing subjects into specialized units, requiring its members to engage in scientific research, making subjects difficult to learn, and by placing philosophical or abstract courses at the beginning of the curriculum.

Still, all was not quiet on the paleolithic front. Some radicals claimed that education was now too structured and that without teacher interference and domination the child would misjudge the worth of the learning experience. One wild-eyed teacher even uttered the following statement as she immersed children into a real pond to catch real fish, "Pupils are learning what they live and living what they learn." She even allowed students to create opportunities for fish-grabbing. This ideas caught on and the paleolithic progressive era in education was a real force where real children were placed in real situations taught by real teachers and hired by real administrators.

Meanwhile, professors of pedagogy had found a knowledge and research base while school administrators sought other means for enhancing the status of teachers. They chose credentialing and licensing. Spurred on by the NBBSTAE (fondly known as the National Bureaucratic Board of Student, Teacher and Administrator Effectiveness) the teachers submittd their portfolios for scruting and review. The NBBSTAE was a presidentially appointed bureaucratic board with a membership consisting of five fishgrabbers, three little wooly horse clubbers and two sabre tiger chasers. At this time, both their deliberations and whereabouts are classified as confidential. The nation is taking a wait and see attitude, the state is claiming the jury is still out on the matter and the teaching profession is about the business of educating students.

The many pieces of this puzzle are with us today like a mosaic of materials forming picture and patterns. These pieces of varying sizes, shapes and textures form a pleasing

pattern when they mesh or fit to serve a purpose. In the case of institutions of higher education they mesh and fit to serve particular missions. In contrast, they can be ill-fitting with sizes, colors and textures which do not mesh. Indeed, where one seeks equilibrium one does not find it, where one seeks focus one finds confusion, and where one seeks balance one finds imbalance. Currently, institutions of higher education are in a state of dynamic tension attempting to find equilibrium, to balance relationships, and to find focus among the many pieces of mosiac that contribute to the preparation of teachers. The pieces of the mosaic are subject to a great many forces, both internal and external. Indeed, these forces create a state of flux where the rectangles, squares, arrows and circles of the mosaic are more like wavy lines and fluctuating concave and convex components rather than orchestrated elements of a unified whole. The more forceful these forces and the more frequently the pieces change in size, shape, composition and color, the more difficult it is to create unity within diversity. On the contrary, as each piece in the mosaic serves its appropriate function and its size, shape, texture and color contributes to a unified purpose, the more pleasing and effective the institution or program.

## THE REFORM MODE

Given the number of publications on educational reform generally and extended programs specifically, I will not devote much time to reviewing recommendations by various commissions, committees and task forces. In summary, many of the reform oriented groups have noted declining student achievement, increased remedial courses, the rise of unqualified teachers using emergency or provisional certificates, and a school environment that is not conducive to learning. Proposed solutions include a national curriculum, increased testing, increased standards for student achievement, increased school day, more home work, better school management, an enhanced liberal arts curriculum, rigorous admissions standards, increased entry level salaries for teachers, and scholarships for prospective teacher education students. Students are asked to be better prepared for an international political and economic scene, be committed to national security, technology, a traditional work ethic and values and domestic economic productivity. Meanwhile, institutions of higher education are asked to produce more effective teachers, apply more rigorous entry and exit standards, expand the liberal arts component of undergraduate programs, develop partnerships with school districts and businesses, and consider extending teacher education programs.

For decades, a number of articles in professional journals have mentioned extended teacher education programs as solutions for deficiencies in current ones. Supporters of extended programs frequently note the increased complexity of American society, the increase in the knowledge base of teacher education and the professional benefits of extended programs. Indeed, they view the traditional four year model as a deficit one. They refer to extended programs with quality assurance built into components utilizing current research in teaching and learning, and an adequate knowlege base and field experience that insures the integration of theory and practice. They refer to a "safe to practice" criterion a a standard of measurement for all teacher education programs. Some claim that teachers are on the fringe of knowledge of subject matter while others state that they are adequately but inappropriately prepared. Whatever the case, questions about program length can only be appropriately answered within the context of institutional missions, program expectations and the mosaic within which they operate. If teacher education is considered to be an all university function with a knowledge base sufficient to warrant extended programs, it is crucial that the conceptual framework include all appropriate pieces of the mosiac. If extended programs negatively impact the ability to finance a college education or exclude certain key populations from the opportunity to pursue such an education the pieces of the mosaic may not mesh. Institutions should be encouraged to address these issues and share their models and research with others.

## UNITY WITHIN DIVERSITY

The Minnesota State University System consists of seven institutions, six of which prepare teachers. Each has a mission of providing educational services to a particular region of the state. Each has forged its own unique model of service within the framework of a system wide strategic plan. In preparing for this paper, I distributed a questionnaire on extended teacher education programs to selected representatives of SUS institutions. In addition, I requested preferences on particular models of extended programs. The results are as follows:

1. Based upon recent trends in and criticisms of teacher education programs it seems appropriate to conclude that reconsideration of the four year baccalaureate program is appropriate.

   Strongly agree-8, Agree-8, Disagree-5, Strongly disagree-3

2. Consideration of new models for extended programs is necessary to achieve professional status in serving the needs of children and youth in our schools.

   Strongly agree-7, Agree-4, Disagree-8, Strongly disagree-3

3. The knowledge base of teacher education is adequate both in substance and quality to support longer and upgraded programs.

   Strongly agree-3, Agree-10, Disagree-7, Strongly disagree-4

4. Extended programs will result in justified additional costs to teacher education students.

   Strongly agree-3, Agree-7, Disaree-9, Strongly disagree-4

5. Extended programs will result in justified additional costs to institutions of higher education.

   Strongly agree-5, Agree-8, Disagree-5, Strongly disagree-4

6. Extended programs may result in a justified reduction of institutions preparing teachers.

   Strongly agree-0, Agree-10, Disagaree-9, Strongly disagree-4

7. Major shortcomings in current teacher education programs will be corrected as a result of revised and extended preparation programs.

   Strongly agree-2, Agree-6, Disagree-9, Strongly disagree-6

The following statements represent summaries of six different models of extended programs. Along with the previous statements these were distributed to selected representatives of the six SUS institutions engaged in teacher preparation. Some were answered individually while other responses were the result of consultation with colleagues. They were asked to express their preferences about the various models.

1. The first model of an extended preservice preparation program represents a four year program extended by an additional year of professional study and practicum or internship. It usually culminates in a baccalaureate degree (B.A.).

Strongly agree-3, Agree-5, Disagree-6, Strongly disagree-3

2. Four-plus-one (Internship). This model culminates in a baccalaureate degree (B.S.). The extended year involves a year long internship and extensive professional practice prior to full certification/licensure. There is greater emphasis on clinical practice in modeling existing professional behaviors than the first model.

   Strongly agree-5, Agree-9, Disagree-5, Strongly disagree-3

3. Five Year (Baccalaureate plus Masters). The fifth year is closely integrated with the previous four years and would result in a graduate degree. This model could provide the opportunity for increased professional and academic knowledge.

   Strongly agree-3, Agree-3, Disagree-6, Strongly disagree-6

4. Five plus one year (Masters degree plus internship). This model specifies substantially larger clinical, professional and liberal arts components.

   Strongly agree-0, Agree-4, Disagree-3, Strongly disagree-9

5. Four plus two years. In this model the entire professional program is post-baccaluareate. This model would make it possible for schools, departments and colleges of education to function more fully as professional schools. It would also allow for greater application of research findings.

   Strongly agree-0, Agree-4, Disagree-4, Strongly disagree-9

6. Four plus three years (Doctorate). This model culminates in the acquisition of a teaching doctorate and suggests the full professionalization of teaching. The entire program of professional study is post-baccalaureate.

   Strongly agree-0, Agree-1, Disagree-3, Strongly disagree-13

A few respondents took the time to provide detailed comments and insights. They reflected considerable thought and diversity of opinion about extended programs. I suspect they also reflected the institutional settings within which they conduct their professional affairs. It is within these settings that pieces of the mosaic of varying sizes, shapes and textures will form patterns of extended teacher education programs. They will mesh and fit to serve particular missions. As external and internal forces influence the design the pieces may change and become increasingly difficult to unify. To maintain unity within diversity each institution will work to insure that each piece serves its appropriate function and its size, shape, texture and color contributes to a unified purpose reflecting its particular mission. Indeed, current curricular activity in SUS institutions reflects such efforts.

## THE CONTEXT REVISITED

It has been said that the unexamined life is not worth living. If this be the case, then it follows that the unexamined education is not worth giving. For centuries many people have claimed that the best guarantee of the stability of society is education. In our own century, John Dewey reaffirmed that education was also the best means for social and political reform. It has also been suggested by many contemporary educators (perhaps taking a clue from Plato) that in the long run the character of the state depends upon the character of its citizens, while the character of its citizens depends upon the nature of their education, both formal and informal.

As humans lengthen their experiences, perspectives change and yet remain the same. The lenses through which we look at the past (and we always do) have to be refocused from generation to generation. What seemed wisdom in past years is often folly to us, and what is dramatic to our age may seem naive to the next. While the best history written in any age has enduring elements, there is a sense in which every generation has to have history rewritten for it, and in this fact lies much of the fascination which historical activity will always offer us. Many claim that the recent surge of reform activity in educational writing, rhetoric and practice places this generation at a turning point in history. Future historicans will test this claim by applying a series of questions to our endeavors and making their own judgments. Was the evidence for our claims about extended programs sufficient to substantiate or refute the accuracy of those claims? Was our message trustworthy? How did our statements compare with others about the same phenomenon? What types of programs or schools provided evidence to support our claims? What were the key social, political, cultural and economic events which influenced developments in extended programs? Who were the leading theorists and practitioners? To what extent did teacher educators influence the direction of society at national, state, or local levels? How original were our answers? What was wisdom and what was folly?

## RESPONSIBLE CHANGE IN TEACHER PREPARATION

**Craig Kissock**

In recent years, a plethora of national and state reports has engendered greater public scrutiny of public education in the U.S.A.. Among other topics, discussion has focused on the nature, quality, and effectiveness of our schools; the curriculum; appropriateness of administrative structures; and school schedules. More recently the discussion has turned to issues concerning the quality of teachers in our schools, their preparation, and their ability to adequately prepare young people for the twenty-first century. Proposals for changing the ways teachers are prepared are being made and consideration of their efficacy debated.

### SELECTING AND PREPARING TEACHERS

The selection and preparation of teachers is a critical exercise that involves many segments of society. Teachers represent the aspirations and needs of society, share the value system(s), prepare leaders, endeavor to resolve society's problems, and impact the lives of each individual they teach. In recognition of the importance of this task a complex process has been established to select, prepare, and maintain the effectiveness of educators in our schools.

The involvement in teacher preparation of many agencies, interest groups, and individuals is based on a commitment to citizen participation and local control of education. It is designed to ensure that schools meet the needs of society as they are continually redefined and is a significant reason for the high quality of our schools and achievements of our young people.

In Minnesota, this process begins with the legislative and administrative branches of government who create the laws and agencies that govern the licensing of teachers. Within legislative guidelines, the Board of Teaching (BOT) seeks input from all interested parties, sets licensure requirements and ensures that standards are maintained. The BOT then authorizes Bachelors degree granting institutions to select and prepare individuals for teaching in line with licensure rules. Through program review the BOT and State Department of Education monitor the effectiveness and ability of these institutions to prepare teachers. This process involves liberal arts and teacher education faculty, educators in the schools, students, and members of the broader community.

Collegiate programs are further assessed by the National Council for Accreditation of Teacher Education (NCATE) to ensure that they meet national standards for quality. And, these judgments are based, in part, on standards set by regional accrediting agencies and national organizations representing the various subjects taught in K-12 schools.

An individual recommended for teaching by a college is granted an initial (two year) license by the state. The prospective teacher must then meet the needs and quality standards of a local school district faculty, administration, and elected school board before entering the classroom as a teacher.

School districts then hold responsibility for assessing the work of teachers they hire. Their recommendations determine who shall receive tenure and whether a continuing license will be granted. The later decision is based on district committee review of teacher performance in light of state requirements and acceptance by the state. This review process continues throughout a teacher's career.

Like no other profession, educators are prepared through a public process that neither is nor has been under the sole control of any one group. It is a process that brings

together the perspectives of any individual or agency concerned with the education of young people, includes checks and balances, opportunites to effect change, and shared involvement and responsibility. It requires that the total society take responsibility for the quality and effectiveness of our teachers and schools.

As with any participatory process, questions are raised about its effectiveness and the quality of results. Such human endeavors have limited information on which to make judgments. They require compromise to accommodate the widest possible range of views, and to assure that equity is maintained and decisions are open to change as new information and insights develop.

## PERSPECTIVES ON TEACHER QUALITY

[Note: This section is excerpted from the Report of a Project to Publish Annual Data on the Characteristics of Students Admitted to and Graduating From Teacher Education Programs (HECB, 1986). A more complete discussion of these issues is contained in that publication.]

In 1961, Fox wrote "at the present time there is a critical nationwide shortage of teachers which is expected to become even more critical within the next few years" and "the large numbers of unqualified persons presently holding teaching positions is already a black mark against the teaching profession" (p. 427).

More than a quarter century has passed since Fox wrote of his concern and the question of whether we are adequately recruiting, selecting, and preparing teachers for our schools remains. In reality this is a question that has been, and will be, asked wherever instruction is offered. Attempts at answers have stimulated discussion, some research, and a number of new questions for which answers are sought.

Recently, discussions of teacher quality have taken impetus from two groups. Those who believe that the quality of the teaching force is in decline and those who believe that educators need more extensive preparation and support to be effective. Both groups lack complete data and often rely on subjective perceptions, such as the following, to substantiate their opinions.

> In the past few years, qualifications of those entering teaching have declined. (Committee for Economic Development, p. 61).
>
> The current highly educated and experienced teaching force is dwindling as older teachers retire in increasing numbers and many younger teachers leave for other occupations. Recent evidence suggests that new recruits to teaching are less academically qualified than those who are leaving, and the number of new entrants is insufficient to meet the coming demand for teachers. The most academically able recruits to teaching leave the profession within a very short time. (Darling-Hammond, p. v).

Writers in Minnesota have drawn similar conclusions:

> In Minnesota, as in the nation, teaching is attracting the least academically able students at a time when experts predict a shortage of teachers in nearly every subject area in only four more years. (St. Paul Dispatch, p. 6a).

> This accelerated demand [for new teachers] will be fueled by the dramatic reduction in talented, dedicated candidates who will choose teaching as a career. Evidence clearly shows that today's teacher applicants are less academically talented than their counterparts who choose other professions. Today's teacher applicants also display less academic talent than current members of the teaching force. (Minnesota Federation of Teachers, p. 9).
>
> The quality of the person teaching today is not the quality it was 25 years ago" (Averbrook, p. 16B).

Many of these conclusions are built on questionable assertions with little, if any, documentation presented in support. The major source for these negative statements are two studies by Vance and Schlechty (1981, 1982) about which fundamental questions have been raised.

**Assessing Teacher Quality**

Other views about the quality of teachers in and entering the teaching profession are also expressed. The Minnesota Association of Colleges for Teacher Education (1985) discovered that for all but one of the institutions reporting PSAT scores "education majors were above both the state and national norms for all college-bound high school juniors" (p. 9). They concluded that "Minnesota teacher education students have collectively demonstrated good records of academic achievement in high school and college prior to being admitted to a program of teacher education. When standardized measures are available, these students compare favorably with their counterparts in the arts and sciences in their own institutions and tend to exceed national norms for all students" (p. 27).

The Applied Systems Institute (1984) studied about 200,000 students enrolled in approximately 350 colleges and universities between 1973 and 1983. They determined that "potential teachers do not differ significantly from the general college population, as measured by high school and college grade point averages" and concluded that, "the nation is not facing a major crisis of quality among potential teachers. The historical trends do not indicate that there is a significantly less able group planning to be educators today than was the case ten years ago" (p. 1-2, 31).

In a study of teacher education and non-teacher education graduates at three Universities Fisher and Feldmann (1985) concluded that, "there is certainly no evidence to suggest...that teacher education students represent the lowest academically able students" (p. 40). This finding is consistent with results of studies by The National Commission for Excellence in Teacher Education (1985), Cohen (1984), Barger (1984), Nelli (1984), Savage (1983, 1984), Byers (1984), and a University of Michigan report (1986). These studies clearly indicate that education graduates have equal or better academic records than their non-teaching peers.

**Criteria for judging teacher quality**

While most citizens concerned about quality education would agree that intellectual ability and success in academics are valuable traits in teachers they would also state that other factors are also important.

Howey and Strom (1985), note that "it should be no great surprise that aptitude in and of itself hardly assures success in teaching". Generally, "studies of success in a number of

professions...have revealed little correlation with academic intelligence". For example, Heath (1977) found that, "Scholastic aptitude was inversely related to many measures of adult psychological maturity and judged interpersonal competence"(p.10).

Others, such as Andrew (1983); Bontempo (1985); Douglas (1979); Dravland (1980); Ducharme (1970); Greene (1980); Gress (1977); Joyce (1977); Mundel-Atherstone (1980); Riccio (1973); Ward (1978); and Yamamoto & Davis (1966), have sought to determine if variables such as attitudes, sense of commitment, motivations, preferences, perceptions, cognitive style, career/life aspirations, self concept, philosophical perspective, and psychological attributes can be used as predictors of effective teaching. To date these efforts have met with limited success.

Student achievement is another criterion of the effectiveness and 'quality' of teachers. Currently no state exceeds Minnesota in the percentage of high school students who graduate. Of these 58% enter post secondary institutions of which 35% enter four year colleges. (Duren & Peek, p. 5). This speaks well for the effectiveness of schools and teachers in Minnesota.

A number of authors have recognized that maintaining a quality teaching cadre cannot be accomplished solely by making changes in the selection and preparation of prospective teachers. After noting that "one million teachers are going to have to be replaced in eight years" Shanker (1985) concludes that, "even with more money and better conditions, we will not get the good teachers we need unless teachers are treated very differently than they are today" (p. 5). The state governors Task Force on Teaching (1986) acknowledged that the primary reasons teachers leave the classroom "are low pay and the absence of a professional work environment" (p. 84).

The discussion about teacher quality is built on images as much as, if not more than, reality. Too often it involves pointing the finger at "evil" and seeking scapegoats rather than clarifying issues, defining problems, and seeking ways of ensuring a quality educational system in the U.S.A..

## QUALITY TEACHER EDUCATION PROGRAMS

If the premise that teachers are not capable of adequately preparing young people for the twenty-first century is accepted, it follows that improvements must be made in their preparation. Using this reasoning, various individuals and commissions have focused attention on the collegiate component of teacher preparation and called for change in teacher education requirements and programs.

Three reports are of particular relevance to this discussion. The Holmes report (Tommorrow's Teachers) representing the views of deans of colleges of education at research universities. The Report of the Task Force on Teaching as a Profession (the Carnegie report) representing corporate, political, and educational views. And the Minnesota Board of Teaching, Minnesota Higher Education Coordinating Board Report of the Task Force on Teacher Education for Minnesota's Future. Two other reports may be forthcoming that represent views of private undergraduate colleges that prepare teachers and views of former normal schools/teacher's colleges.

When considering the recommendations in these reports it is important to remember that colleges play only one, albeit significant, part in the total preparation and renewal of the teaching force. In particular, they make the initial selection of individuals who may enter the profession, initiate the professional development of those individuals, and conduct research into educational issues and apply the results. In completing their tasks college faculty are restricted by limitations on institutional resources, strictures in

licensure requirements, and the need to play conflicting roles - that of teacher operating on the premise that all individuals can learn, and that of judge by deciding who will be recommended for teaching.

In general, the reports agree that training is necessary for teachers to be effective, a liberal arts based bachelor's degree is important, and state licensure should continue. They have recommended more extensive preparation of teachers, stricter entry requirements, close cooperation between liberal arts and teacher education faculty and school personnel, and that prospective teachers develop the sense of entering a profession.

A variety of means and instructional models for preparing individuals to enter the profession have been posited and are under current discussion. Besides leaving things as they are, they include: 1) continue with current practices, but require the schools to shoulder their responsibility for continuing teacher training through at least the initial years of employment; 2) use the undergraduate experience to begin teacher preparation and an internship and examination to determine if licensure will be granted; 3) require a post baccalaureate fifth year teacher education program leading to licensure and a masters degree in teaching, or add a sixth year - internship or full time teaching - to earn the masters degree; and 4) prepare bachelor's degree holders for licensure during the first years of teaching under the supervision of school officials in the local community. Underlying these proposals is the belief that more knowledge is required of new teachers and that more time in training will assure this knowledge is attained and that requisite abilities will be demonstrated.

Whether current practice needs to be radically changed, whether alternative approches would be any more effective, whether enough teachers would be available to meet future needs, and whether communities are ready and willing to pay for the added cost of more extensively trained educators are only some of the questions being raised as these proposals are presented.

## THE CHALLENGE OF CHANGE IN TEACHER EDUCATION

Whatever the cause - Sputnik, the Japanese, or other stimuli - the opportunity for significant reconsideration of current educational practices and change comes only sporadically and often unexpectedly. Such an opportunity exists today. It is an exciting time, but one through which we must respond to real, not imaginary concerns; cause change to happen where it is needed while not losing that which we value; and assure that proposals effectively respond to the needs and concerns of the society.

In responding to this challenge a set of premises, such as the following, are needed to guide thinking and help assure that effective teachers are in our schools.

1) Decisions must be based on, and respond to, a recognition of the interdependent nature of our society and of our society's interdependent relationships in the world.

2) A commitment to the pursuit of knowledge and value of education must be held by all members of the society.

3) Disparities in access to quality education must be narrowed.

4) The effectiveness of instruction must not be compromised by creating too great a gulf between the experience of educators and needs of young people.

5) Broad participation in the teacher training process must be maintained and all participants must accept responsibility for the role they play.

6) Proposed changes must meet the criterion of improving the effectiveness of instruction.

7) The opportunity to enter the teaching profession must be opened to all segments of the society.

8) A strong liberal arts experience must be part of teacher preparation.

Deciding how to prepare teachers is a unique human endeavor out of which effective compromise, not perfection, is to be expected. In the zealousness to respond to challenges educators must guard against the snake oil salesman approach to change. For example, law, medicine, accounting, and other professions ought not to be used as ideal, or necessarily appropriate, models to follow for the professional training of educators or ways of serving society.

These decisions must be based on the best information available and be guided by that which best serves the needs of young people and our society. Our choices will be judged by the future.

## THE UNIVERSITY OF MINNESOTA RESPONSE

In the state and nation a variety of responses are being developed in reaction to concern about the quality of the teaching force and teacher education programs. These include revision of NCATE accreditation standards and procedures for their assessment, proposals for alternative paths to licensure offered by political leaders, and revision of licensure rules and state laws associated with the preparation of teachers. In many cases, universities and colleges involved in teacher preparation are reconsidering their curriculum and implementing new programs that respond to current challenges and opportunities. The University of Minnesota is actively involved in this process.

The University is a unique institution in Minnesota and compliments the roles of the State University and private college systems in preparing teachers. Within the University the three branches that prepare teachers also have different, but complementary missions. The College of Education in Minneapolis serves the major metropolitan area of the state, prepares 13% to 17% of the state's new teachers each year, and maintains a strong commitment to research in education. The College of Education, Health, and Human Service Professions on the Duluth campus serves the more rural Northeastern section of Minnesota offering both undergraduate and graduate degrees through a program that integrates human service professions. And, the Division of Education on the Morris campus offers teacher licensure in elementary education and liberal arts disciplines as part of a four year undergraduate institution in a rural setting.

All three education programs have recently undergone significant financial retrenchments. They are now responding to the challenge of reassessing current offerings and planning for the future guided by the University President through his Commitment to Focus document. By turning this challenge into opportunity, faculty and administrators on each campus are proposing programmatic changes in light of long standing concerns and recent calls for change in teacher education. The following are examples of the direction each campus is taking.

The College of Education in Minneapolis has proposed to "link [itself] with the most progressive ideas and forces in the field of teacher education, to help lead the growing and important movement to professionalize teaching, to create a new structure and more demanding curriculum for teacher preparation, to recruit highly able students for [its] programs, to base all programs more explicitly than in the past on well-confirmed

knowledge bases and to work vigorously for the further development of that knowledge" (Gardner, p. 1). Special attention will be paid to strengthening relationships between the College and schools in the state and to "developmental efforts in schools that enroll high populations of 'at risk' students" (Gardner, p. 2).

More specific goals include: 1) developing model licensure programs that reflect research findings and involve ongoing research, 2) requiring a bachelor's degree and specific courses for entrance into each licensure area, 3) strengthening the liberal arts experience and requirements of prospective teachers, 4) raising entrance standards to be consistent with those required for high quality post-baccalaureate programs, 5) creating Professional Development Centers in the schools, 6) offering training programs and opportunities for K-12 teachers who will serve as clinical professors or mentors in the licensure programs, 7) redesigning the curriculum to form a sound sequence and relationship among courses, and 8) developing a more extensive laboratory component for the programs.

The College of Education and Human Service Professions at Duluth prepares individuals in the fields of education, mental health, social work, allied health, and industry through common core experiences supplemented by training in the particular discipline area. "Through teaching, research, & service, the College mission is to educate human service and technical professionals who enable citizens to pursue life-long social responsibility and self-development in a global information society" (p. ii). The College plans to move toward post-baccalaureate preparation of teachers within its broad human services mission.

Specific thrusts in the Duluth five year plan include: 1) implementing primarily graduate professional programs including a Master of Arts in Teaching Degree [utilizing college core courses and "specialized courses for licensure levels"], 2) employing an internship model of instruction through designated schools, 3) improving and linking liberal education with graduate studies, and 4) offering fewer licensure areas to focus faculty resources and ensure quality.

The Division of Education at Morris operates within a campus whose mission is "undergraduate education leading to the baccalaureate degree in liberal arts disciplines, preparation for teaching in elementary and secondary education, and preprofessional education". At this time, the education faculty remains committed to offering teacher licensure within the four year undergraduate liberal arts experience. After initially considering fifth year licensure programs eighteen years ago the faculty is again investigating ways of developing a post bacalaureate licensure program that is suited to small liberal arts institutions. We shall take advantage of the opportunity to watch and learn from our colleagues in Minneapolis, Duluth and at other institutions as they procede to implement such programs. Their experience will offer a guide for planning on this campus.

## CONCLUSION

Is our nation at risk? Are our young people being adequately prepared? Are standards declining? Are teachers as good as they should be? Should we change the way teachers are prepared? By raising and forming responses to these and similar questions educators have joined politicians, business leaders, parents and others in the national discussion concerning the quality of our schools and the service they render society.

Some of these questions and recommendations have become part of the ongoing effort to reassess the standards and procedures our society uses to select and prepare teachers. This is as it has been and should be. The continued vitality and effectiveness of efforts to prepare teachers for our children depends on these questions being raised. As we

develop responses and formulate changes we must, though, assure that equity and opportunity are increased, that thoughtful deliberation and group goals take precedence over self interest and expediency, and that all individuals have the chance to achieve their ambition as citizens of our nation and world.

It is a unique and exciting time in the education and teacher education communities as fundamental questions are raised in our society about the appropriateness of our current educational systems and their ability to accomplish what is expected of them. The challenge and opportunity is ours.

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## KEEPING OUR OPTIONS OPEN:
## EXTENDED TEACHER EDUCATION IN MINNESOTA

**Stephen Preskill**

This paper, examining some of the issues surrounding extended teacher education programs, was written at the invitation of the MACTE Board. In addition to expressing my own opinion on this matter, the Board asked that I also consider the viewpoints of the private colleges that MACTE represents. In an effort to solicit the perspectives of the private colleges on extended teacher education, I sent an informal questionnaire to representatives of each teacher education program, asking them to discuss some of the arguments for and against extending teacher education and their expectations for teacher education's future in Minnesota. These responses have been incorporated into those sections of this paper that deal with the rationale behind extended teacher education, its limitations and potential disadvantages, and possible future directions for teacher education in Minnesota. While constraints of time and other commitments have limited the scope of this paper, I do hope that this modest effort will make a contribution to the fruitful and ongoing discussions regarding the preparation of teachers in Minnesota.

I am compelled to begin by acknowledging the important work that has been done in recent months by such groups as the Carnegie Forum on Education and the Economy, the National Commission on Excellence in Teacher Education, and the Holmes Group. While all of these organizations have come to roughly the same conclusion regarding the reform of teacher education programs, their findings and recommendations have brought new and much needed attention to the relationship between high quality public education and high quality teacher education and have forced teacher educators everywhere to take a hard look at current programs.

When I say that these groups have come to roughly the same conclusion, I refer specifically to the recommendation that a master's degree become a universally mandated prerequisite for teacher certification and full acceptance into the teaching profession. Although Carnegie's Professional Teaching Standards Board and Holmes's plan to differentiate teachers by training and expertise into three distinct professional groups are imporant and interesting reforms, I want to focus for the purposes of this paper on the master's requirement that is endorsed by most of the national reports on teacher education.

The basis for this requirement is rooted in a number of beliefs that are regarded as commonplaces among many people within and outside of teacher education. These commonplaces include the following: 1) teachers cannot get a good liberal arts education and learn all that they need to know about teaching within four years of college; 2) requiring a master's degree of all teachers will enhance the status of the profession and attract more able students to teaching; 3) the educational knowledge base is rapidly growing, increasing the need for graduate colleges of education at major research institutions to take the lead in making the study of education as rigorous and thorough as the study of medicine, law, and business. [1]

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Although these largely undocumented claims have the ring of truth, closer examamination reveals many questions and uncertainties. There is little or no research, for instance, supporting the view that graduates of teacher education programs at the undergraduate level are less effective teachers than master's degree recipients.[2] Indeed, many of the teachers trained at the undergraduate level in Minnesota have become some of this state's best teachers. Furthermore, even if we grant that teacher education could stand improvement, why does it follow that more is better? As Tom (1986) has argued, perhaps by reorganizing both general education and professinal components, by increasing the coherence and quality of these programs, and by demanding greater rigor and selectivity of our education programs at the undergraduate level, we could greatly improve our existing teacher preparation programs at much less financial and psychic cost than what we would inevitably experience under Carnegie or Holmes.

One way to accomplish this to to restructure educational courses where necessary in order to integrate them more fully into the liberal arts. Most education courses have the potential to enrich greatly the traditional liberal arts curriculum. Philosophy, sociology, history and psychology of education can all be taught as courses that draw heavily on our Western heritage, while also offering prospective teachers special insight into the theory and practice of teaching and learning. Even methods courses, particularly those for secondary teachers, have been and can be taught to a greater degree as liberal subjects that give students new understanding of the fundamental structure of their major--whether it be English, history, physics, or math. Learning how to teach a subject calls for important technical knowledge to be sure, but focusing on knowledge about teaching that is unique to each discipline should receive far greater emphasis. The sort of integration described here can be achieved at least as well at the undergraduate level, particularly if we eliminate unnecessary or redundant professional content.

This is not to say that graduate teacher education is ineffective or dysfunctional. Rather, I am contending that graduate education is not a necessary condition for producing excellent teachers. In fact, there is reason to believe that the master's degree requirement would force many liberal arts colleges out of the business of preparing teachers, which could in turn adversely affect the quantity and quality of students preparing to be teachers. Teacher education courses at the undergraduate level often inspire students to pursue teaching careers. Without the encouragement and close supervision of undergraduate teacher education programs, the idealism and enthusiasm these prospective teachers exhibit may wane and never again be rekindled. Furthermore, some of the most outstanding teachers in the state have graduated directly from our leading private colleges. Without programs in teacher education, this population of students might be lost to the teaching profession forever.

Abolishing the undergraduate education major is another theme that recurs in many of the reports on teacher education. For those students preparing to be secondary teachers, this is a largely hollow recommendation since the vast majority of teachers at the secondary level already major in a non-education discipline as undergraduates. For prospective elementary teachers, where the education major is more common, this proposal is highly relevant. Still, uncertainties intrude. While I question the efficacy of the undergraduate major in education, I think we must reexamine the assumptions of a sound liberal arts education, particularly for future elementary teachers. For instance, as long as we require elementary teachers to teach such a wide variety of subjects, is the single major still functional or would a multi-disciplnary or inter-disciplnary major be more useful? Is a major in math constructive when so much time will be spent teaching reading and writing? Similarly, how helpful is a major in English without considerable background in math? Perhaps, students preparing to be elementary school teachers should be required to take the equivalent of at least three or four minors in order to insure that they will have breadth and depth as teachers.[3]

The argument that five-year programs will enhance status and attract more able students to the teaching profession is also open to question. As Hawley (1987) has suggested, California's requirement that a master's degree be required for teacher certification has had little or no effect on the quality of students going into teaching. States such as New York, where a master's degree is required after five years, have also seen little improvement in the scholastic aptitude of their teachers. Moreover, in Japan, where teaching is accorded considerable prestige, only a small percentage of teachers seek graduate degrees.

In fact, the low status of public school teaching in the United States is much more a factor of teaching conditions than of the quality and extent of teacher education programs. As long as teachers are not suitably rewarded in tangible and intangible ways--greatly increased salaries, significantly reduced class size, relative freedom to teach what they know without administrative and bureaucratic constraints--able students will continue to stay away from teaching in droves, and the best teachers will continue to drop out of the profession after three or four years.

In regard to the third commonplace, the so-called educational knowledge base, educators continue to disagree as to its validity and rigor. But even if we concede that it is proliferating, I cannot help thinking that a lot of this knowledge could still be imparted at the undergraduate level and through improved provisions for inservice training. Furthermore, teachers are more likely to see the relevance and significance of this research with a few years of teaching experience behind them. Thus, whatever reforms we institute, we must build in incentives for staying current. One way to do this is to continue to grant teaching certificates to undergraduates with the understanding that after three years of teaching they would be given a half year off at full pay or a whole year off at half pay to pursue graduate studies in education. Under such an arrangement, graduate work would not be seen as just a bump up on the salary schedule, but a serious enterprise that demands intensive and uninterrupted study. And as many of us know, graduate study can be far more meaningful for the experienced teacher for whom theory takes on new importance and research on effective teaching gains added significance. Although this proposal would be expensive, I think it would pay off in longer and more enthusiastic commitments to public school teaching. It might not have much impact on the public's perception of the teaching profession, but I think it would increase the self-esteem of individual teachers and eventually their teaching effectiveness. Perhaps some of this "time off" could also be spent observing master teachers. Although we are inundated with rhetoric regarding the importance of observations, we make almost no allowance for it in the everyday schedules of teachers. This time might be a ideal opportunity to learn from one's peers.

Something similar to what I have described above could brighten the future of teacher education in Minnesota. What we need is not a single path to achieve our objective of preparing good teachers, but a variety of options. My informal poll of teacher educators from the private colleges of Minnesota indicates that although they welcome graduate study as one route to certification, they also strongly support the continuation of teacher certification at the undergraduate level, and in a few cases, perpetuation of the undergraduate major in education. Few of these educators are unmoved by the demands for reform, they just believe that teacher education can be greatly improved on this basic structure.

One variation that we are piloting at Carleton College is what we call the 13th term or 9th semester option. At Carleton most students, including those seeking teacher certification, complete their undergraduate education in 12 terms (8 semesters). In the past, students in the teacher education program student taught during the fall term of their senior years, in other words the 10th term. We are proposing that students in the

teacher education program meet all requirements for certification in the standard 12 terms, but forego student teaching until a 13th term. At that time, we ask them to pay a nominal fee in lieu of tuition for their student teaching experience. This plan has a number of advantages. It allows students to take more courses in the liberal arts and to profit from the many off-campus programs that Carleton offers. It also allows students to take the special methods course at about the same time that they are working on their integrative exercises in their major. This gives them a greater opportunity to integrate some of their newly acquired understandings from their major fields into their lesson plans and microteaching lesons. And it means that during student teaching, they may draw on the entire range of knowledge accumulated during their four years of study. Although the opportunity cost of foregoing employment during the 13th term is considerable, student teaching itself costs the student virtually nothing. Moreover, we hope to place students in paid internships with exemplary teachers subsequent to student teaching to provide them with some badly needed income and additional teaching exeprience.

I want to close this paper with some issues that have little to do with public policy, but have a great deal to do with what we can do as individual teacher educators to enhance the prestige of teaching and give it new meaning as a profession. For one thing, teacher educators and professors from the arts and sciences must work together to create a climate on campus that will be more encouraging to students considering a career in teaching. We must foster the conviction that teaching is a valued enterprise and that preparation for teaching can be done effectively on small liberal arts campuses. There must be a new commitment to the notion that teaching is honored and dignified work. If we expect students to seek certification in our colleges, we must extend ourselves and invest more time than other colleagues in the education of our students. We must be demanding in our courses and set examples as master teachers. Whenever possible we must teach our courses to foster the same habits of critical thought and deep appreciation associated with the liberal arts. And we must never waver in our conviction that what we teach has enormous value. This also means that as student teaching superisors we will observe our students frequently and be on hand often to teach, guide, coach, criticize and cheer.

I worry about students in teacher education programs because they so often feel isolated and unappreciated. We must try to do more to bring education departments into the mainstream of our college. Whether through greater publicity about our activities, open forums to discuss the problems and triumphs of public education, more interdisciplinary courses, or simply student interest groups, we must give new recognition to prospective teachers and teacher education. I am referring to the much overlooked expressive or inner life of teacher edcation. Without attention to this dimension, the quality of teaching will not improve. But as Sykes (1984) has said, by constructing appreciative frameworks for teacher education, we may thus give ourselves and our students "a sense of mission powerful enough to inspire and sustain, to give meaning and significance to the work" of preparing teachers.

As we plan for the future, then, let us go judiciously, doing what we can to improve and upgrade the excellent resources and structures for teacher education we already have at our disposal. They have served us well. With new imagination and inspiration and verve, they can serve us even better.

**Reference Notes**

1. See (Hawley, 1986) for a variation on these commonplaces.
2. See especially (Ryan, 1987) for discussion of this point.
3. See (Raywid, 1987) on an elaboration of this point.

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